



Art Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>Knowledge, skills, understanding and meaning are split into two units for each year group;</p> <p>Unit 1: Portraiture Unit 2: The Natural World</p> <p>This is designed to allow more depth of learning. The topics have been chosen as they permit interleaving, for example, 'Portraiture' in Year 7 will be a good foundation for 'Creatures and Characters' and 'The Natural World' will underpin 'Environments'.</p> <p>Our schemes of work allow students to;</p> <ul style="list-style-type: none"> • Creatively explore ideas from a range of starting points • Use a wide range of materials • Develop visual communication/language skills • Understand key artistic ideas and concepts • Develop the ability to critically analyse and evaluate their own work and the work of others • Effectively present work in a sketchbook <p>Portraiture Suggested Artists: Frida Kahlo Van Gogh Francis Bacon Roy Lichtenstien Chris Ofili Julian Opie</p> <p>The Natural World Suggested Artists: Ernst Haeckel Karl Blossfeldt Marc Morris Roa</p>	<p>Unit 1: Portraiture Why are children learning about the starting point Portraiture?</p> <ul style="list-style-type: none"> • The study of the human form is a critical element of Art and Design. • Pupils will be asked to engage with the idea of identity, which will aid their understanding of themselves and others. • Pupils will be given the opportunity to engage with a range of important artworks & interpret them. • Pupils will understand how to visualise means to communicate their own ideas about themselves or others to an audience. <p>Unit 2: The Natural World Why are children learning about the starting point Natural World?</p> <ul style="list-style-type: none"> • Pupils will be given the opportunity to engage with a range of meaningful artworks & interpret them. • Pupils will use visual means to communicate their own ideas about the Natural World • Pupils will be asked to engage with the idea of issues affecting the natural environment which will aid their understanding of the world around them • Pupils will begin to understand that Art can be a way to highlight issues and promote change <p>What will PROGRESS look like in these Units?</p> <ul style="list-style-type: none"> • Pupils will display • Refinement of Work • Greater Independence • Confidence in their work • An ability to analyse and evaluate their work and the work of others 	<p>Portraiture Self Portrait Symbolism Formal Elements Composition Abstract Realism Expressionism Identity Culture Representation Stereotypes Gender Colour Theory Composition</p>	<p>Students will be introduced to a range of two to three artists, craftspeople, and designers from different historical periods and cultures. They will be given opportunities to research and explore these artists and the concepts within their work.</p> <p>Unit 1: Portraiture Threshold Concepts; Symbolism, Identity, Culture, Representation, Gender, Stereotypes</p> <p>Unit 2: The Natural World Threshold Concepts; Recycling & Pollution, Natural vs Man-Made, Bio Mimicry, Organic Shapes, Man – Made Structures, Colour Theory.</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions.</p> <p>Unit 1 & 2 Vocabulary: Composition Portraiture Self Portrait Symbolism Formal Elements Abstract Realism Expressionism Identity Culture Representation Stereotypes Gender Recycling & Pollution</p>	<p>Term 3 DOYA</p> <p>MCQ Portraiture</p> <p>Assessed on: Knowledge& Skills</p> <ul style="list-style-type: none"> • Proficiency of technical skill • Application of a range of materials • Good presentation skills • Pride in work <p>Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge of art, craft and design • Impact on Art from different periods and cultures • Ability to demonstrate and awareness or appreciation into the art within a specific context <p>Meaning</p> <ul style="list-style-type: none"> • Understand the importance of Art

	Henri Rousseau Peter Randall Page					<ul style="list-style-type: none"> Understand the value of Art Be able to recognise that Art helps us to understand and negotiate our emotions <p>End of Project assessment</p> <p>Term 6 DOYA MCQ Natural World</p>
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
8	<p>Knowledge, skills, understanding and meaning are split into two units for each year group;</p> <p>Unit 1: Creatures and Characters Unit 2: Environments</p> <p>Our schemes of work allow students to;</p> <ul style="list-style-type: none"> Creatively explore ideas from a range of starting points Use a wide range of materials Develop visual communication/language skills Understand key artistic ideas and concepts Develop the ability to critically analyse and evaluate their own work and the work of others Effectively present work in a sketchbook <p>Creatures and Characters Suggested Artists: Tim Burton Surrealism – Art Movement Quentin Blake John Kennon Mortensen Cressida Cowell Paride Bertolin Alex Lucas</p>	<p>Unit 1: Creatures and Characters Why are children learning about the starting point Creatures and Characters?</p> <ul style="list-style-type: none"> Pupils will be given the opportunity to engage with a range of important artworks & interpret them. To be creative, conceptual and experimental with their work which are important transferable skills To link to cultural forms of art that they may experience in their everyday lives, such as films, comics & toys To make pupils aware that studying art can lead to creative careers in film, theatre, illustration, game design, graphic design, etc. <p>Why are the children learning about the starting point Environment?</p> <ul style="list-style-type: none"> To be given the opportunity to view a range of artworks inspired by the environment & interpret them. To be able to use visual means to communicate their own imaginative ideas to an audience. To be creative, conceptual and experimental with their work which are 	<p>Mythology Fantasy Surrealism Symbolic Colour Theory Realism Expressionism Identity Culture Representation Mono Print Habitats Society Primary Secondary Tertiary Composition</p>	<p>Students will be introduced to a range of two to three artists, craftspeople, and designers from different historical periods and cultures. They will be given opportunities to research and explore these artists and the concepts within their work.</p> <p>Unit 1: Creatures and Characters Threshold Concepts; Mythology, Fantasy and Surrealism</p> <p>Unit 2: Environments Threshold Concepts; Society, Natural vs Urban Environment, Architectural Structures, Habitats,</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions.</p> <p>Unit 1 & 2 Vocabulary: Mythology Fantasy Surrealism Symbolic</p>	<p>Term 3 DOYA MCQ Creatures and Characters</p> <p>Assessed on: Knowledge& Skills</p> <ul style="list-style-type: none"> Proficiency of technical skill Application of a range of materials Good presentation skills Pride in work <p>Understanding</p> <ul style="list-style-type: none"> Demonstrate knowledge of art, craft and design Impact on Art from different periods and cultures Ability to demonstrate

	Environments Suggested Artists: Jenny Urquhart John Piper Henri Matisse Banksy Charles Sheeler Rachel Whiteread Dale Chiluly David Hockney	important skills that pupils will require across the academy. <ul style="list-style-type: none"> To understand the importance of imagination when developing their ideas. To understand that Art can be a tool for social and political change. What will PROGRESS look like in these Units? <ul style="list-style-type: none"> Pupils will display Refinement of Work Greater Independence Confidence in their work An ability to analyse and evaluate their work and the work of others 		Cultural Influence, Morality, Graffiti.	Colour Theory Realism Expressionism Identity Culture Representation Mono Print Architecture Urban Natural	and awareness or appreciation into the art within a specific context Meaning <ul style="list-style-type: none"> Understand the importance of Art Understand the value of Art Be able to recognise that Art helps us to understand and negotiate our emotions Term 6 DOYA MCQ Creatures and Characters Mid Project Assessment on: Knowledge & Skills Understanding Meaning
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	<p>They will be learning skills and knowledge based on the assessment criteria needed for component 1.</p> <p>They will learn how to effectively develop their own ideas through purposeful investigations into other sources.</p> <p>They will learn how to demonstrate a consistent ability to effectively select and</p>	Unit 1: Assembled Art Why are children learning about the starting point Assembled Art? <ul style="list-style-type: none"> To be given the opportunity to view a range of artworks from a diverse selection of artists & interpret them. To be able to use visual means to communicate their own imaginative ideas to an audience 	Shape Form Line Space Value/tone Mark Making Observation Experimentation Still Life	Formal Elements of Art Expression Art Movement Assemblage Collage Photomontage Recycled Symbolism	How will oracy, reading and writing be developed? Reading Specialist teacher knowledge Modelling through demonstration	Termly Assessment scoring students for a Portfolio of Work (worth 96 marks). Assessment Objective 1: Develop Ideas by investigating other artists and designers (worth 24 marks).

<p>purposefully experiment with appropriate media, materials, techniques and processes.</p> <p>They will learn how to consistently record ideas, observations and insights through drawing and annotation as their work progresses at each stage.</p> <p>They will learn how to consistently present personal and meaningful responses to a variety of different starting points.</p> <p>Students will cover two Projects:</p> <p>Unit 1: Assembled Art - Art</p> <p>Unit 2: Messages – Art</p> <p>Unit 1: Texture – Photography</p> <p>Unit 2: Message - Photography</p> <p>Suggested Artists for Assembled Art: Louise Nevelson Pablo Picasso Joseph Cornell Naum Gabo Kurt Schwitters Betye Saar</p> <p>Suggested Artists for Messages Andy Warhol ROA Barbara Kruger Franz Marc Pablo Picasso Banksy Jenny Holzer Christopher Wool</p>	<ul style="list-style-type: none"> To be creative, conceptual and experimental with their work which are important transferable skills To understand the importance of imagination when creating and developing their own ideas To understand that Art can be a tool for social change To learn more about cultural background, political impact and diversity <p>Why are the children learning about the starting point Messages?</p> <ul style="list-style-type: none"> To be given the opportunity to view a range of artworks inspired by Messages and understand the different ideas and concepts behind them. To be able to use visual means to communicate their own imaginative ideas to an audience. To be creative, conceptual and experimental with their work which are important skills that pupils will require across the academy. To understand the importance of imagination when developing their ideas. To understand that Art can be a tool for social and political change. 	<p>Texture Pattern Composition 3D – Relief Monumental Monochromatic Constellation Endangered Extinct Artist Art Movement Fauvists Expressionism</p>	<p>Intention Modernism Genre Political impact Historical impact</p>	<p>Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions. Articulating ideas and intentions in response to artist influences.</p>	<p>Assessment Objective 2: Experimenting with different processes and techniques (worth 24 marks).</p> <p>Assessment Objective 3: Record ideas, insights and observations (worth 24 marks).</p> <p>Assessment Objective 4: Personal and informed response to different starting points (worth 24 marks).</p>	
<p>Year</p>	<p>What do students learn?</p>	<p>Why?</p>	<p>Tier 3 keywords</p>	<p>Threshold concepts</p>	<p>Literacy</p>	<p>Assessment</p>

<p>10</p>	<p>They will learn how to effectively develop ideas through creative and purposeful investigations.</p> <p>They will learn how to demonstrate critical understanding of sources.</p> <p>They will learn processes and techniques to thoughtfully refine their ideas.</p> <p>They will learn how to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p> <p>They will learn how to skilfully record ideas, observations and insights through drawing and annotation.</p> <p>They will learn essential skills to competently present a variety of personal and meaningful responses to starting points.</p> <p>Students will cover two Projects across Art: Unit 1: Identity</p> <p>Unit 2: Still Life</p> <p>Suggested Artists: M.C. Escher Ed Fairburn Mark Powell Marcero Monreal Rene Magritte Zanele Muholi Afarin Sadjedi Francis Bacon Frida Kahlo Laurence De Maison Marcero Monreal Antonio Mora</p>	<p>Unit 1: Identity Why are children learning about the starting point Identity?</p> <ul style="list-style-type: none"> • Pupils will be given the opportunity to engage with a range of important artworks & interpret them. • To be creative, conceptual and experimental with their work which are important transferable skills • To link to cultural forms of art that they may experience through everyday life such as media, society and politics • To understand that Art can be a tool for expressing your identity <p>Unit 2: Still Life Why are the children learning about the starting point Still Life?</p> <ul style="list-style-type: none"> • To be given the opportunity to view a range of artworks inspired by the starting point still life and interpret them. • To be able to use visual means to communicate their own imaginative ideas to an audience. • To be creative, conceptual and experimental with their work which are important skills that pupils will require across the academy. • To understand the importance of imagination when developing their ideas. • To understand that Art can be a tool for creating inspirational work. 	<p>Surrealism Symbolic Colour Theory Realism Expressionism Identity Culture Gender Politics Feminism Equality Diversity Representation Constructivism Cubist Disguise</p>	<p>Formal Elements of Art Symbolism Colour Theory Realism Expressionism Identity Culture Gender Politics Feminism Equality Diversity Representation Constructivism Cubist Disguise</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions. Articulating ideas and intentions in response to artist influences.</p>	<p>Termly Assessment scoring students for a Portfolio of Work (worth 96 marks).</p> <p>Assessment Objective 1: Develop Ideas by investigating other artists and designers (worth 24 marks).</p> <p>Assessment Objective 2: Experimenting with different processes and techniques (worth 24 marks).</p> <p>Assessment Objective 3: Record ideas, insights and observations (worth 24 marks).</p> <p>Assessment Objective 4: Personal and informed response to different starting points (worth 24 marks).</p>
<p>Year</p>	<p>What do students learn?</p>	<p>Why?</p>	<p>Tier 3 keywords</p>	<p>Threshold concepts</p>	<p>Literacy</p>	<p>Assessment</p>

<p>11</p>	<p>Students will learn specific skills and practices in response to the Assessment Criteria;</p> <p>Learn how to demonstrate an exceptional ability to effectively develop their own ideas through creative and purposeful investigations.</p> <p>Learn how to engage with and demonstrate critical understanding of sources</p> <p>Learn how to thoughtfully refine ideas with discrimination</p> <p>Demonstrate exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p> <p>Learn techniques enabling them to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other means relevant to intentions as work progresses</p> <p>Learn how to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p>	<p>Why are the children learning how to select their own starting point?</p> <ul style="list-style-type: none"> To be given the opportunity to view a range of artworks inspired by their chosen starting point and understand how other artists, designers and art movements have responded to similar themes. To be able to use visual means to communicate their own imaginative ideas to an audience. To be creative, conceptual and experimental with their work. To be able to articulate their ideas and demonstrate intention. To understand the importance of imagination when developing their ideas. To understand that Art can be a tool for social and political change. 	<p>Artist Art Movement Influence Impact Motivation Intent Inspiration Personal Thought Provoking Insightful Intellectual Skilled Refined Self-Reflection</p>	<p>Formal Elements of Art Symbolism Colour Theory Realism Expressionism Identity Culture Gender Politics Equality Diversity Representation Inspiration Personal Thought Provoking Insightful Intellectual Skilled Refined Self-Reflection</p>	<p>How will oracy, reading and writing be developed?</p> <p>Reading Specialist teacher knowledge Modelling through demonstration Stretch & Challenge – independent research and questioning.</p> <p>Writing Differentiation – Writing frame, step by step guides, templates, choice of media.</p> <p>Oracy Learning to describe artwork using key terms and definitions. Articulating ideas and intentions in response to artist influences.</p>	<p>Termly Assessment scoring students for a Portfolio of Work (worth 96 marks).</p> <p>Assessment Objective 1: (worth 24 marks). Assessment Objective 2: (worth 24 marks). Assessment Objective 3: (worth 24 marks). Assessment Objective 4: (worth 24 marks).</p> <p>PPE Term 2 The grade awarded for this will be based on the entirety of their Component 1 Portfolio.</p> <p>Component 2: Externally set Task Term 4: PPE The grade awarded for this will be a mid term reflection of the work completed as part of Component 2 and the completed mark of Component 1. Term 5: Component 2 10 hour Task Marks submitted: End of term 5</p>
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